

Pupil Premium Strategy Statement 2022 – 2023



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Hollydale Primary School
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	71 out of 158 = 45%
Pupil premium allocation this academic year	£103,305
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Reema Reid - Headteacher
Pupil premium lead	Reema Reid - Headteacher
Governor lead	Laky Matin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,305
Recovery premium funding allocation this academic year	£10,621
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£103,305

Part A: Pupil premium strategy plan - Introduction

We are committed to 'closing the attainment gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process. Our chosen approaches are research based from the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particular positive effect on children eligible for Pupil Premium.

What does it mean to be 'disadvantaged,' and how does being disadvantaged play out in an educational context? Definitions of disadvantage vary across the literature - a comprehensive understanding encompasses not only income poverty, but also a lack of social and cultural capital and control over decisions that affect life outcomes.

Disadvantaged children start school behind their more advantaged peers, and the gap in performance widens as they progress through the education system.

The relationship between disadvantage and attainment is highly complex. First, the gap is not actually a gap, but a gradient: the highest test scores are achieved by the most advantaged pupils, and the lowest by those living in the most disadvantaged conditions.

Second, disadvantaged children are not a homogenous group: outcomes and experiences of education vary by many factors, including gender, ethnicity, first language, special educational needs and disability (SEND) status, young carer, family history of disadvantage (including having a social worker), and geography, and depend on what performance measure is used.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Statement of intent

The challenges are varied and there is no “one size fits all”. Children at Hollydale Primary School (disadvantaged and not) will be in receipt of high-quality learning which is carefully planned and sequenced and delivered with thoughtful pedagogy based upon strong educational research and knowledge of how children learn.

Through quality first teaching and increased opportunities for reinforcement of learning both within school and in partnership with home, children will make strong progress in reading, writing and maths as well as the wider curriculum. We acknowledge the direct link between our Pupil Premium children and those children with SEND needs.

- All members of staff and governors accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within the school environment.
- All teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.
- Teaching and learning opportunities meet the needs of all of our pupils.
- Appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- All our work funded through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations and ensuring access to a rich, broad and balanced curriculum.
- Pupil Premium resources will be used to target able children receiving the pupil premium grant to achieve end of year expectations, particularly at the end of key stages, thus further supporting their transition to the next phase in their education.
- To facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement, cultural capital and well-being.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. Our aim is that over their time at Hollydale appropriate additional learning will be put in place to ensure we have closed the attainment gap for individual children.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Many disadvantaged pupils at our school start their education at a lower level of achievement in reading, writing, speaking and listening and mathematics combined.

2	Many disadvantaged pupils at our school start their education at a lower level of oracy than other pupils.
3	Due to a lower exposure to a wide vocabulary at home many of our pupils in receipt of PPG find reading comprehension challenging and perform less well than their peers. They have had less exposure to a wide vocabulary and familiarity with reading.
4	Many disadvantaged pupils at our school start their education at a lower level in maths and with limited experience of numbers.
5	The impact of COVID 19 and loss of direct teaching has had a significant impact on the academic attainment of pupils across school, particularly at higher standards.
6	Some of the parents of our disadvantaged pupils lack the confidence to support their children with learning at home.
7	Some of our most able disadvantaged pupils do not have aspirational home backgrounds. Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.
8	Pupils often lack metacognitive approaches. Poor memory skills and the inability to transfer knowledge to long term memory can impact pupil progress and attainment.
9	Research shows that disadvantaged children who are on track in the primary phase do not always continue the positive attitude to learning once in secondary school to reach the required level to gain GCSE results. We need to foster a love for lifelong learning to ensure they are able to experience excellent chances in life.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria	Evaluation
To ensure that disadvantaged pupils achieve at least as well as all pupils nationally in the phonics check, times table check, at the end of KS1 in reading, writing and mathematics and by the end of KS2 in reading, writing, mathematics and SPAG.	Achievement of disadvantaged pupils across school is in line with non-disadvantaged pupils nationally for all standardised assessment points: <ul style="list-style-type: none"> ○ Y1 Phonics Check ○ KS1 SATs ○ Y4 Multiplication check ○ KS2 SATs 	.
To ensure that disadvantaged pupils in EYFS close the gap between	<ul style="list-style-type: none"> ● Data collection points in December, March and June show progress in 	.

baseline and the end of their Reception year.	disadvantaged pupils closing the gap and reaching EYFS GLD at the end of the academic year.	
To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS1 and KS2 across reading, writing, mathematics.	<ul style="list-style-type: none"> • Data collection points in December, March and June show progress in disadvantaged pupils attaining the higher standard. • Year 2 and Year 6 pupil progress meetings demonstrate progress for key pupils through gap analysis. 	
<p>To address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication.</p> <p>To ensure high degree of engagement and opportunity for parents through coffee morning workshops, enrichment and school oracy/social projects.</p>	<ul style="list-style-type: none"> • Experiences and visitors planned for all pupils across the year. • Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost to allow children to participate experiences that are not provided within the home environment. • Parental engagement activities are strategically planned and numbers/ feedback demonstrate sustained access. 	
To ensure the individual needs of disadvantaged children with additional barriers to learning are addressed appropriately and make good progress.	<p>There will be systematic approach to the for individual pupils who:</p> <ul style="list-style-type: none"> • have a SEN/D • are P/LAC • are subject to a CIN/CP plan and are in receipt of PPG to ensure steps in progress can be more readily measured in Pupil Progress Meetings – careful delineation of “SEND, PLAC and other disadvantage barriers” <p>This could include</p> <ul style="list-style-type: none"> • Nurture/Sensory provision • Assess, Do, Review plans 	
For all disadvantaged pupils to attend school regularly	<ul style="list-style-type: none"> • A consistently sharp focus by teachers on the 	

and on time, PA in line with national and attendance in line with all pupils.	attendance and punctuality of disadvantaged pupils. ● Headteacher, FEH and EWO identify families quickly and early intervention is implemented	
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, formative assessment. Teachers to embed a word-rich approach in classroom and across the school. Embed oracy in Reading through INSET.	

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests	1, 4, 5, 9
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3, 5, 6

phonics teaching for all pupils.		
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Literacy Tree Reading Leaves English Hub	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3, 6
Ensure staff understand the key Reading principles and the way reading is taught at the school CPD for subject leads regarding best practice	A systematic and consistent approach to reading based on strong theoretical research ensured the best outcomes for pupils https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1, 3, 5, 9
Training to support Quality First Teaching across the school to support all groups of children but particularly those disadvantaged, SEN and More Able Training to develop teacher knowledge of the most effective ways to ensure children remember more and make good or better progress from starting points.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf Supporting the Attainment of Disadvantaged Pupils identifies high quality teaching as a key aspect of successful schools. DFE, 2015. "Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend." (Sutton Trust Report, 2011).	1, 2, 3, 4, 5, 9, 10, 11
Release time for <ul style="list-style-type: none"> • all staff to observe practice • middle leaders and SLT to provide additional coaching/mentoring 	Coaching for teaching and learning: a practical guide for schools identifies that teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their	1, 2, 3, 4, 5, 9, 10, 11

<p>support for Early Career,</p> <ul style="list-style-type: none"> • Recently Qualified Teachers • new to school induction in order to improve Teaching & Learning, to ensure all children receive quality first teaching and the children's offer is consistent across the school 	<p>practice which can lead to real differences in outcomes. (National College, 2010).</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327944/coaching-for-teaching-and-learning.pdf</p>	
<p>Teaching Assistant training to enable targeted interventions within the classroom to ensure effective challenge.</p>	<p>Making Best Use of Teaching Assistants identifies that research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment. Within the school context, training, development and evaluation of intervention undertaken by teaching assistants is in place to ensure identified pupils catch up quickly.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants#nav-downloads</p>	<p>1, 2, 3, 4, 5, 9, 11</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Quality first teaching for all pupils. Academic mentor employed • TA CPD is ongoing for Maths and English by leads • Maths and English are high priority on 	<ul style="list-style-type: none"> • EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. • Sutton Trust – quality first teaching has direct impact on student outcomes. • Training and supporting highly qualified teachers deliver targeted support. 	<p>1,2</p>

<p>school development plan and CPD plan.</p> <ul style="list-style-type: none"> • Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. 		
<p>Purchase web based programs to be used in school at home.</p> <ul style="list-style-type: none"> • Sum dog • NELI • Phonics Play 	<p>EEF toolkit – parental engagement</p> <p>EEF guide to pupil premium – targeted academic support</p> <p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</p>	1,2,5
<ul style="list-style-type: none"> • UKS2 HLTA delivers interventions 0.4 days a week to pupils identified as in need. • Speech and language therapist supports TAs to plan and deliver speech interventions • Speech and language therapist (1 day a week) <ul style="list-style-type: none"> • Lego Therapy • Speech and language <ul style="list-style-type: none"> • Social skills • ELSA 	<ul style="list-style-type: none"> • EEF – oral language interventions consistently show positive impact on learning. • High quality small group interventions • Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. • Specialists lead CPD sessions and clinics with individual pupils and staff. • Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. • EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. 	1,2
<ul style="list-style-type: none"> • Individual 1:1 tutoring 	Action Tutoring	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£23,305**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Embedding principles of good practice set out in 	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

<p>the DfE's Improving School Attendance advice, working closely with SEAAS. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>attendance-actions-for-schools-and-local-authorities</p> <p>https://seaas.co.uk/</p> <p>Pupils need to be in school to learn and achieve. There is a direct link between pupil achievement at KS2 and KS4 and attendance. Pupils with no absence are 1.6 times more likely to achieve age expected, and 4.7 times more likely to achieve more than expected, than pupils that missed 15- 20 percent of all sessions, (NFER, 2015). The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	
<ul style="list-style-type: none"> Subsidised extended day including ASC, BC and curriculum club offer for disadvantaged pupils 	<p>Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision (EEF, 2021). A revised strategy for wider opening of club provision and ASC provision post COVID 19 is in place to ensure provision accessibility to disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p>
<ul style="list-style-type: none"> Cultural capital experiences promoted in the curriculum. <ul style="list-style-type: none"> Essential experiences built into core curriculum Reduction in cost of trips for PP Residential trip cost is greatly reduced for PP Sports events promoted to PP 	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p>	<p>3</p>

<p>are encouraged to attend</p> <ul style="list-style-type: none"> • Outdoor learning encouraged 	<p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence.</p>	
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Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Due to COVID 19 end of year attainment for 2020 - 2021 is not available. The changes to educational provision caused by the COVID-19 means our use of the funding has been adapted to meet pupil need whilst maintaining, where possible, the principles outlined in the plan.

the following key steps were taken to ensure that barriers to learning continued to be a focus including vulnerable pupils attending school, ensuring accessibility to home learning resources and family support through:

- twice weekly contact for those identified as highly vulnerable from a designated pastoral team
- Disadvantaged families who were struggling with home learning were offered a place in the in-school provision during lockdowns
 - doorstep visits for families to offer support
 - hard copies of learning and resources shared with families
- loaning of technology to support home learning - Chromebook, sim cards
 - food parcels and vouchers for our disadvantaged families
 - additional food supplies for identified families

Hollydale School Headline data 2021-22

EYFS GLD	School	National	Phonics	Y1	School	National
	69%	65%			71%	75%
				Y2	85%	81%
Attainment						
KS1 EXS	School	National		KS2 EXS	School	National
Reading	72%	67%		Reading	75%	74%
Writing	67%	58%		Writing	75%	69%
Maths	72%	68%		GPS	82%	72%
Science	67%	77%		Maths	68%	71%
Combined RWM	67%	54%		Combined RWM	54%	59%
KS1 Achieving Greater Depth	School	National		Science	79%	79%
Reading	22%	18%		KS2 Achieving Greater Depth	School	National
Writing	11%	8%		Reading	11%	
Maths	17%	15%				
Combined RWM	11%	6%		Writing	14%	
KS1 EXS Disadvantaged	School	National		GPS	32%	
Reading	56%	51%		Maths	25%	
Writing	44%	41%		RWM	7%	
Maths	56%	52%				
KS2 Average Progress Scores				KS2 Average Scale Score		
	School	Disadvantaged			School	National
Reading				Reading	103	105
Writing				GPS	106	104
Maths				Maths	103	105
RWM						
KS2 Disadvantaged				KS2 Disadvantaged Average Scale Score		
Reading	79%			Reading	103	102
Writing	86%			GPS	106	
Maths	64%	56%		Maths	102	99/3%
Disadvantaged Attainment						
	EY Expected ELGs	Y1 Phonics Expected	KS1 Expected RWM	KS2 Expected RWM		
Disadvantaged	100%	70%	44%	57%		
Multiplication check 20+/25 80%	School	National	MTC 25/25 100%	School	National	
	62%	80%		33%	39%	